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ABSTRACT

The effects of dropping out of the University of Washington on an individual's later life style were investigated by means of an eight page questionnaire responded to by 94 members of the class of 1966. Differences due to ability and sex as well as graduation versus dropout were investigated. Differences are reported in leisure time activities, community activities, mobility, vocational interests, and vocational success. Graduates were found to enjoy greater vocational success and showed a greater interest in cultural events than did dropouts. (Author)

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The Effect of Study at the University of Washington Upon an Individual's Life Style

Paul V. Brozovsky

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The effects of dropping out of the University of Washington on an individual's later life style were investigated by means of an eight page questionnaire responded to by 94 members of the Class of 1968. Differences due to ability and sex as well as graduation versus dropout were investigated. Differences are reported in leisure time activities, community activities, mobility, vocational interests, and vocational success. Graduates were found to enjoy greater vocational success and showed a greater interest in cultural events than did dropouts.

Educational Assessment Center Report #268

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The Effect of Study at the University of Washington Upon an Individual's Life Style

Paul V. Brozovsky

"Approximately one-half of the students who enter college will leave, for one reason or another, dropouts. Yet we know remarkably little about the effects of withdrawal upon the student or about his later performance in the academic, vocational, and personal realms. While the phenomenon of the dropout per se has received a fair amount of research investigation, there have been extremely few follow-up studies.... The lack of long-term follow-up studies of college dropouts represent a significant gap in our knowledge.... The question may be phrased as follows: what is the effect of dropping out of college upon the student, and what can be said about his later academic, personal, and vocational success?" (Pervin, 1966). This study is aimed at providing some further information concerning the later experiences of college dropouts and how such experiences compare with those of individuals who completed their program on schedule.

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Background. Pervin (1966) in a study of students at Princeton, found that nearly all of the dropouts returned to college (class of 1951, 82% of dropouts returned; class of 1960, 97% of dropouts returned) and that most of those that return obtain a degree (74% for class of 1951, 88% class of 1960). Eckland (1964) in a study of male members of the class of 1956 at the University of Illinois essentially replicates these findings although the percentages are not as large (70% of dropouts return and 55% of returnees receive a degree).

Astin (1972) obtained similar results for a national population (while only 47% of the students had received their degree in four year, 81% had received their degree, were still enrolled, or had requested that a transcript be sent to another institution.) Thus dropping-out is, in general, not a termination of, but rather a change in or postponement of one's formal education.

Pervin (1966) found only a slight relationship between ability (as measured by high school grades and aptitude test scores) and the probability of dropping out. Eckland (1965) and Astin (1972), however, both report ability to be the most important factor in determining the probability of dropping out. This difference in findings is probably due to the relative homogeneity of the Princeton students with regards to ability.

Both the Princeton and Illinois studies found that non-dropouts enjoy greater vocational success than do dropouts. Again the difference was much larger for Illinois students than it was for Princeton students (probably due to the greater homogeneity of the Princeton students with regard to ability and to the fact that Princeton "dropouts" are more likely to obtain a degree than are Illinois "dropouts".)

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These findings are consistent with the large number of studies which have found that college graduates enjoy greater vocational success (income and/or prestige) than do non-graduates [for a review of several such studies see Solmon (1973)]. However, recent evidence has been reported by Renshaw (1972) showing that the difference in income between graduates and non-graduates may be declining due to the increasing number of college graduates.

However, increased earning potential alone is not sufficient to justify the extreme importance that this society places on college attendance. Therefore, there must be changes in personality, interests or attitudes which society considers to be beneficial which college attendance is assumed to facilitate. Correspondingly a large amount of research has been done on determining the changes that take place during college. [For a review of much of this research see Feldman and Newcomb (1969)]. Ellison and Simon (1973) claim that college attenders are more realistic about their goals and more satisfied with their accomplishments than are non-attenders. Bayer et al (1973) in a study involving a representative national sample of the class of 1971 found that during their college careers students become less interested in striving for status or seeking financial success and more interested in artistic endeavors. This corresponds to the studies cited in Feldmans & Newcomb (1969) which found that in considering job characteristics seniors place less emphasis on job security and more emphasis on the opportunity to be creative than do freshmen. It also agrees with the findings of other studies [cited in Feldman & Newcomb (1969)] that seniors are more independent and creative and show a greater interest in esthetic pursuits than do freshmen. Bayer et al (1973) also found that college students tend to become more liberal during their college careers, a finding that agrees with the findings of those studies cited in Feldman & Newcomb (1969) which found that seniors are politically more liberal and religiously less orthodox than are freshmen.

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Problem. However, none of these studies have been able to show whether or not these effects are permanent. They have also frequently failed to distinguish between the effects of college attendance and the effects of maturation. Thus a study seemed to be in order to determine the permanency of some of these effects. It was decided that the study should also provide some information on the present situation of University dropouts.

It was decided that the individuals involved in the study should be approximately thirty years old. At this age most individuals are fairly sure of their life style yet they have not completely forgotten what they were like when they were attending the University and what effect the University had on them. Since ability had been shown to be related to dropout rate it was decided to incorporate ability as an independent variable. Sex was also incorporated as an independent variable.

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Design. The subjects for this study were members of the University of Washington, Class of 1966. They had all entered the University of Washington in the Fall of 1962 directly after graduating from high school in the State of Washington. At the time of this study the subjects were all between the ages of 29 and 31.

This study was run as a 2 x 2 x 2 factorial design with the factors being graduate vs. dropout, ability, and sex. A graduate was defined as an individual who obtained a bachelors degree from the University of Washington no later than 1967 or who received a professional degree in a manner indicative of continuous progress (the latter group consisted primarily of students originally enrolled in the Pre-Med or Pre-Dent programs who entered Medical or Dental school after their junior year.) A dropout was defined as an individual who completed no more than 90 credits at the University of Washington with no credits granted after 1964. (For high ability males this definition was amended to include anyone with no more than 90 credits received or no more than 100 credits received and no credits after 1964. This change was necessary in order to obtain a sufficient number of subjects in this group.) Ability was based on the Washington Pre-College Test Predicted All-College grade point average. This predicted grade point average takes into account both high school grades and scores on an aptitude test. (For the weight given to each component see University of Washington Bureau of Testing Project 1050-600 Subproject 664,5.) For men, high ability was defined as a predicted grade point average of 2.7 or higher; low ability was defined as a predicted grade point average of 2.3 or lower. For women, high ability was defined as a predicted grade point average of 2.6 or higher; low ability was defined as a predicted grade point average of 2.4 or lower. The reason for the difference in the definition

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of high and low ability for men and women is that the prediction procedure includes sex as a predictive variable which produces a difference in predicted grade point average of 0.1 points. The data concerning ability were provided by the Bureau of Testing of the University of Washington. The data concerning status (graduate vs. dropout) were provided by the University of Washington Registrar's Office.

Individuals were randomly ordered within each group and an attempt made to contact them. The first 17 individuals contacted who agreed to participate in the study became the subjects for that group. Two of the subjects in each group were administered the questionnaire in person, the other 15 received the questionnaire by mail.

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Hypotheses. For men, one would expect the results of this study to essentially duplicate the findings of Eckland (1964a). Thus one would expect a large majority of the dropouts to have attended some institution of higher education after dropping out of the University. A significant proportion of these individuals should have obtained their bachelor's degree with more of the high ability dropouts having done so than of the low ability dropouts. Graduates should be enjoying greater vocational success than dropouts; i.e., they should be employed in higher status occupations and be earning more money.

If the claim of Ellison and Simon (1973) that graduates are more realistic in setting goals than are non-attenders is correct and if this can be generalized to produce a difference between graduates and dropouts and if graduates are, in fact, presently occupying higher status positions than are dropouts, then one would expect the difference in the status of the position the individual believes he would be most successful at to be non-significant (or, at least, considerably smaller than the difference in the status of present position.) One would also expect the difference in the status of the preferred job to be non-significant. In either case, the finding of non-significance would indicate a greater difference in status between the present job and the 'hoped for' job for dropouts than for graduates which would indicate that graduates are more realistic in their setting of goals than are dropouts.

Unfortunately there is very little information available regarding the fate of women dropouts, particularly in the vocational area. Thus the hypotheses concerning women are far more speculative and based on considerably less information than those concerning men.

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Astin (1972) found that a higher percentage of women receive their degree in four years than do men (48.6% vs. 45.2%). Eckland (1964) however found that while over 60% of the men who enter college eventually receive a degree, less than 55% of the women do. This would indicate that although men who drop out frequently return to college and receive a degree, women dropouts rarely do. Thus one would expect the number of women dropouts who have received a degree to be quite small.

Marriage also has a much greater affect on women than it does on men both with regard to college attendance and vocational experiences and aspirations. Bayer (1972) found that while over 80% of the college men who get married continue on, only 50% of the women do so. Watley and Kaplan (1971) found that, among women of highest ability, over 40% considered marriage to be more important than a career and only 6% considered a career by itself to be sufficient. Thus findings with regard to vocational effects obtained with male samples are likely not generalizable to a female population. In fact, any attempt to generalize the findings of a study on the effects of college obtained with a male sample to a female population should be seriously questioned.

If differences in attitudes between freshmen and seniors found by Bayer et al (1973) are due to the effect of college attendance on the individual and not a function solely of maturation and if such effects are permanent then one would expect to find similar differences between graduates and dropouts. Thus one would expect dropouts to exhibit more interest in job security than graduates. This could take the form of having worked longer at the present job or having held fewer jobs as well as considering job security to be more important. One would expect graduates to show more interest in creative endeavors. This interest could take the

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form of spending and preferring to spend more time attending cultural events as well as placing a greater emphasis on a job that provides for a variety of tasks. One would also expect graduates to be politically more liberal, attend church less frequently, and place less emphasis on church attendance.

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Analysis. Numerical codes were assigned to the answers to 113 of the questions (for coding procedures see Appendix B). A frequency distribution by group was run for each coded variable and x^2 calculated (this was done using the SPSS program 'crosstabs'). (Nie et al 1970). An analysis of variance was then run on 50 selected variables (this was done using the Biomedical program 'BMD 10V') (Dixon 1973). The variables selected for analysis of variance included the variables used to test the hypotheses made and most of those variables for which the significance of x^2 was less than .15 unless there was an obvious explanation for the differences or the variable was one that was not amenable to analysis of variance.

The analysis included all individuals who answered the question except for those variables involving job status. For these variables, "home-makers" and "students" were not included in the analysis. No distinction was made between those who answered the questionnaire during an interview session and those who responded by mail.

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Results. Table 1 gives the number of questionnaires returned and the mean and median predicted GPA for each group. The total return of mailed questionnaires was 38% with groups ranging from 30% to 50%. Thus there was no significant difference in rate of returns between groups. There is also no significant difference in predicted GPA between graduates and dropouts.

Table 2 gives the percentages of students who obtained further formal education after dropping out of the University and the percent that received bachelor's degrees. Of the men 73% returned and 30% of the returnees received degrees. This compares very closely to the figures obtained by Eckland (1964a). Of the women who dropped out 35% returned but only 13% of the returnees received degrees.

All of the women dropouts reported having been married. 70% of the women graduates reported having been married. 52% of both the dropouts and the graduates reported their present job to be 'homemaker'. (See Table 3)

Table 4 shows that 54% of the male graduates reported serving in the military while 50% of the male dropouts reported such service.

There was no significant effect on overall job satisfaction. However, Table 5 shows that there is a trend towards greater job satisfaction by graduates except among those women who list their occupation as homemaker. This trend could become statistically significant with a larger sample (or if one limited the analysis to men only).

Graduates consider long vacations to be more important than do dropouts with the difference being more pronounced for low ability subjects than for high ability subjects. High ability individuals considered work that they considered to be important and work that provided a variety of tasks to be more important than did low ability individuals. High ability women considered

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challenging work to be more important than did low ability women. High ability women considered responsibility for the performance of others to be more important than did low ability women with the reverse being true for men. Women dropouts considered opportunity for advancement to be more important than did women graduates. None of the other work characteristics analyzed showed any significant effects on the importance that individuals placed on them, nor did they show any effect for changes in importance placed on them since entering the University.

There were no signficant differences in job security, utilization of special abilities, or congeniality of co-workers in the individual's present jobs.

Women spend and prefer to spend more time on craft work than do men. Women also prefer to spend more time watching television than do men. High ability women spend more time talking to friends than do low ability women while the reverse is true for men. High ability individuals spend less time watching television than do low ability individuals. Male graduates spend more time participating in sports than do any other group.

This study showed no significant differences in general satisfaction with one's life style.

(Note: Due to the large number of statistical analyses done several of the effects reported as significant are likely due to chance variation. Thus any 'significant' effect for which there is no readily available theoretical explanation and/or confirming evidence from other studies should be considered only as a possible effect requiring significant further confirmation.)

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Table 1

Group Designations, Mean and Median Predicted GPA,

and Number of Questionnaires Returned

Group Number		Mean Predicted GPA	Median Predicted GPA	Number of Questionnaires Returned	Total Number Ret'd
1	Graduate, High Ability, Male	2.00	2.0	10	12
2	Graduate, High Ability, Female	3.05	3.0	10	12
3.	Graduate, Low Ability, Male	2.12	2.2	12	14
4	Graduate, Low Ability, Female	2.23	2.3	9	11
5.	Dropout, High Ability, Male	2.00	2.0	9	11
6	Dropout, High Ability, Female	2.00	2.0	10	12
7	Dropout, Low Ability, Male	2.00	2.2	9	11
8	Dropout, Low Ability, Female	2.10	2.3	9	11

Table 2

Dropouts Who Return to College and Who Receive a Degree

	Male		Female	
	High Ability	Low Ability	High Ability	Low Ability
Dropouts who return to college	80.0%	54.5%	58.3%	72.7%
Returnees who receive a bachelors degree	80.0%	33.3%	14.3%	12.5%
Dropouts who receive a bachelors degree	21.0%	18.2%	8.3%	9.1%

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Table 3

Women: Marriage and Homemakers

	Graduates		Dropouts	
	High Ability	Low Ability	High Ability	Low Ability
Never Married	13.7%	27.3%	0	0
'Homemaker'	50.0%	54.5%	33.3%	72.7%

Table 4

Men: Military Service

	Graduates		Dropouts	
	High Ability	Low Ability	High Ability	Low Ability
Served in the Military	58.3%	50.0%	27.3%	72.7%

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Table 5

Job Satisfaction

Graduate-High Ability	1.83	(12)		2.20	(5)		1.75	(4)
Graduate-Low Ability	1.93	(14)		2.17	(6)		2.00	(4)
Dropout-High Ability	2.09	(11)		2.50	(8)		1.67	(3)
Dropout-Low Ability	2.73	(11)		2.00	(3)		1.67	(6)

(Note: Low score means high level of satisfaction)

Table 6

Income Distribution by Groups

	GHM	GHF	GLM	GLF	DHM	DHF	DLM	DLF
Less than $5,000	0	1	1	1	0	2	1	1
$5,000 - $7,500	1	1	1	0	0	1	0	1
$7,500 - $10,000	2	2	0	1	0	3	1	0
$10,000 - $12,500	2	1	1	4	3	2	5	2
$12,500 - $15,000	0	0	4	0	4	0	3	0
More than $15,000	7	0	7	0	4	0	1	0

(Note: G - Graduate, D - Dropout, H - High Ability,

LL - Low Ability, M - Male, F - Female)

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Tests of Hypotheses. To test the hypothesis that graduates enjoy greater vocational success an ANOVA was run on present job status and on present salary. Graduates enjoy higher job status than do dropouts (.001 level). Men also enjoy higher job status than do women (.05 level). No effect for graduation on salary was found, however men earn considerably higher salaries than do women (.001 level). It is possible that the failure to find an effect for graduation is due to a truncation of the upper end of the scale. (As Table 6 shows, 54% of male graduates are in the top category but only 23% of male dropouts are. There are no women in either of the top two categories.)

In checking the hypothesis that dropouts tend to set less realistic goals than do graduates it was found that graduates enjoy higher present job status (.001 level), most successful job status (.001 level), and preferred job status (.005 level). There was, however, no effect for graduation on the status of job that the subject expected to hold ten years from now.

Although dropouts did consider job security to be more important than did graduates the difference was not significant ($F = 2.60$ df = 1/84). A significant effect for graduation on length of time on present job was found. However, this effect was due solely to the fact that women dropouts had spent considerably longer on their present job than had women graduates. There was a significant graduation by sex interaction as to the number of jobs held. Male graduates have held fewer jobs than male dropouts; female graduates have held more jobs than have female dropouts.

Graduates attended cultural events more frequently than did dropouts and also preferred to spend more time attending such events (both significant at .05 level). Graduates also spent and preferred to spend more time reading magazines than did dropouts (both significant at .005 level).

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There was no significant effect for graduation on political beliefs, church attendance, or the perceived importance of church attendance.

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Discussion. The primary conclusion of this study is that the characteristics and success of the college dropout is highly dependent upon the sex of the dropout. For men, a majority of the dropouts return to school and a majority of those who return graduate. Graduates enjoy greater vocational success than do dropouts. Ability has a much greater effect on the vocational success of the dropout than it does for the graduate. (This effect is possibly due to the higher probability of return to college and receipt of a bachelor's degree for high ability dropouts than for low ability dropouts. For women, the majority of dropouts return to school but very few of the returnees receive a degree. The fact that over half the women (both dropouts and graduates) list their job as "homemaker" makes it very hard to determine the effect of graduation on the vocational success of women.

For both sexes graduates tend to see their present job as being more in line with their career plans than do dropouts. Graduates also see their present job as being more challenging, more important, and providing them with a greater variety of tasks than do dropouts.

Another interesting effect is the lack of mobility of women dropouts. Women dropouts have lived in fewer places, lived in their present house longer, are less likely to plan to move, and have held their present job longer than any of the other groups.

Women graduates consider opportunity for advancement to be less important and long vacations to be more important than do other groups. This is probably due to the fact that many women graduates become teachers, a position that provides for long vacations and very little opportunity for advancement.

Women earn considerably lower salaries than do men. (Table 5 shows that

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over 50% of the men report earning more money than the highest paid woman.) This table includes only those individuals who reported earnings. Women also see their job as providing a lower potential salary and providing considerably less opportunity for advancement than do men. Women do not, however, claim to be any less satisfied with their present position than men. This finding of 'no difference' may not be completely accurate due to a failure to distinguish between 'homemakers' and 'employed' women. It is quite possible that employed women are less satisfied with their position than are employed men. Table 7 gives the mean satisfaction level for men, employed women, and homemakers and the number of individuals in each group. The small number of cases in the homemaker and employed women categories reduces the power of a test of statistical significance to the point where any realistic difference is unlikely to produce a statistically significant effect.

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Recommendation: Further study is necessary to properly define the effects of dropping out on women and to determine how these effects differ between career oriented women and family oriented women. Such a study should involve a larger sample than that used in this study and should include more questions aimed specifically at women. It should also attempt to ascertain the individual's goals at the time she entered the University and her reasons for leaving. More attention should be paid to determining the woman's present orientation; whether family only, career only, or some combination of family and career.

For further studies involving men the most important changes to be made in this questionnaire involve the addition of questions concerning the individual's goals at the time he entered the University and his reasons for dropping out of the University. A refinement of the upper end of the salary scale would also be useful.

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Summary. This study was designed to determine what University of Washington dropouts are like at age 30 and how they compare with graduates from this cohort. A questionnaire was completed by a sample of individuals from the class of 1960. The sample was split by sex and ability as well as graduate versus dropout status.

The returns showed that male dropouts were likely to return to school and those who returned were likely to receive a degree. Female dropouts were likely to return to school but those that returned were not likely to receive a degree. Graduates showed significantly greater vocational success than did dropouts. There was no significant difference between graduates and dropouts in the percentage of women reporting their occupation as 'homemaker'.

Graduates spend more time reading magazines and attending cultural events than do dropouts. There was no significant difference between graduates and dropouts with regard to community activities or political or religious beliefs. However, it was found that high ability individuals consider church attendance to be less important than do low ability individuals. This would indicate that those studies which show college seniors to be less religiously orthodox than freshmen may be reporting more a change in the composition of the population with respect to ability than an actual effect of college attendance.

A recommendation is made for an increased emphasis on the study of the effects of dropping out on women. Such increased emphasis on women is needed not only because of the lack of such information but also because dropping out of college appears to be a much more permanent step for a woman that it is for a man.

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Dear

Enclosed is the questionnaire on "The Effect of Study at the University of Washington Upon an Individual's Life Style". Please complete the questionnaire and return it in the envelope provided. If you have any questions about this questionnaire please feel free to call me at 543-1170 between 10:00 a.m. and 5:00 p.m. on weekdays. If you would like a copy of the report of this study please return the form below.

Thank you for your participation in this study.

Sincerely,

Paul V. Brozovsky

Please send a copy of the report of "The Effect of Study at the University of Washington Upon an Individual's Life Style" to:

_____
Name

_____
Street

_____
City State Zip

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The Effect of Study at the University of Washington

Upon an Individual's Life Style

It is generally accepted that a college education has some effect on an individual. This study is designed to determine some of the particular effects of attending the University of Washington. All individuals to be interviewed for this study entered the University of Washington in Fall 1962 after graduating from high school in Spring 1962.

Please complete this questionnaire as thoroughly and accurately as possible. All replies will be kept in strictest confidence. Any data published will be in statistical form only. Your cooperation is appreciated.

Please list all schools attended since high school; dates of attendance; degree(s) and/or certificate(s) received; and why you chose that particular institution.

Do you plan to obtain any further formal education:

If yes: what

where

Have you served in the military?

If yes: when service

rank occupation

what training did you receive?

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What is your present job?

What is your present salary? less than $5,000/yr $5,000-7,500/yr
$7,500-10,000/yr $10,000-12,500/yr
$12,500-15,000/yr more than $15,000

How long have you held this job? 0-6 mos. 6 mos.-1 yr. 1-3 yr.
3-5 yr. more than 5 yr.

How many jobs have you held since leaving the U of W? 1 2 3 4 5
more than 5

How well did your university experience prepare you for your present position?
very well well average poorly very poorly

What faculty member was most influential in preparing you for your present position?

What could the University have done to better prepare you for the position you now hold?

How well does your present position coincide with what you had hoped for when you entered the U of W?
very well well average poorly very poorly

How well does your present job fit in with your career plans?
very well well average poorly very poorly

Do you intend to change jobs within the next two years?
promotion different company different field

What do you expect to be doing ten years from now?

Considering what you know about your abilities what job do you think you would be most successful at?

What job would you like to have if you could have any job at all?

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How well did your University experience prepare you for the career you would like to have?

very well well average poorly very poorly

What faculty member was most influential in preparing you for the career you you would like to have?

What could the University have done to better prepare you for the career you would like to have?

The following are characteristics that some people look for in jobs.

1) How important do you consider each of these characteristics to be for you?

	very imp	quite imp	somewhat imp	relatively unimp	of no imp
a) high starting salary	___	___	___	___	___
b) high potential salary	___	___	___	___	___
c) opportunity for advancement	___	___	___	___	___
d) job security	___	___	___	___	___
e) challenging work	___	___	___	___	___
f) work that you believe to be important	___	___	___	___	___
g) work that utilizes your special abilities	___	___	___	___	___
h) work that you find easy to do	___	___	___	___	___
i) work that provides a variety of tasks	___	___	___	___	___
j) responsibility for the performance of others	___	___	___	___	___
k) predictable routine	___	___	___	___	___
l) work that you do alone	___	___	___	___	___
m) short hours	___	___	___	___	___
n) congenial co-workers	___	___	___	___	___
o) long vacations	___	___	___	___	___

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2) Has the importance you place on each of these characteristics changed since you entered the University of Washington?

	More imp	No Change	Less imp
a) high starting salary	___	___	___
b) high potential salary	___	___	___
c) opportunity for advancement	___	___	___
d) job security	___	___	___
e) challenging work	___	___	___
f) work that you believe to be important	___	___	___
g) work that utilizes your special abilities	___	___	___
h) work that you find easy to do	___	___	___
i) work that provides a variety of tasks	___	___	___
j) responsibility for the performance of others	___	___	___
k) predictable routine	___	___	___
l) work that you do alone	___	___	___
m) short hours	___	___	___
n) congenial co-workers	___	___	___
o) long vacations	___	___	___

3) How well does your present job satisfy each of these characteristics?

	Very well	Better than average	average	Less than average	Very poorly
a) high starting salary	___	___	___	___	___
b) high potential salary	___	___	___	___	___
c) opportunity for advancement	___	___	___	___	___
d) job security	___	___	___	___	___
e) challenging work	___	___	___	___	___
f) work that you believe to be important	___	___	___	___	___
g) work that utilizes your special abilities	___	___	___	___	___
h) work that you find easy to do	___	___	___	___	___
i) work that provides a variety of tasks	___	___	___	___	___
j) responsibility for the performance of others	___	___	___	___	___
k) predictable routine	___	___	___	___	___
l) work that you do alone	___	___	___	___	___
m) short hours	___	___	___	___	___
n) congenial co-workers	___	___	___	___	___
o) long vacations	___	___	___	___	___

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In general how well satisfied are you with your present position?

very well well average below average very dissatisfied

Are you married? How long? 6 mos 6 mos-1 yr 1-3 yr 3-5 yr over 5 yr

Did you meet your spouse while attending the U of W?

Any previous marriages? How many? How long did each last?

How many children do you have? Ages?

How many children are living with you? Ages?

Relationship?

What effects, if any, have your experiences at the U of W had on your family life?

What type of housing do you live in?

own house rent house own apt. rent apt. other

When did you move into your present housing?

How many places have you lived in the past ten years?

1 2 3 4 5 6 over 6

Do you plan to move in the next two years?

How much time do you spend per week on each of the following activities?

	less than 1 hour	1-2 hrs	2-3 hrs	3-5 hrs	5-10 hrs	over 10 hrs
a) reading newspapers	___	___	___	___	___	___
b) reading magazines	___	___	___	___	___	___
c) reading books	___	___	___	___	___	___
d) watching television	___	___	___	___	___	___
e) at parties	___	___	___	___	___	___
f) talking to friends	___	___	___	___	___	___
g) attending sporting events	___	___	___	___	___	___
h) attending movies	___	___	___	___	___	___
i) attending cultural events (types of events attended)	___	___	___	___	___	___
j) participating in sports (types of sports)	___	___	___	___	___	___
k) gardening	___	___	___	___	___	___
l) craftwork (types of craft)	___	___	___	___	___	___
m) other activities (types of activities)	___	___	___	___	___	___

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how much time would you prefer to spend on each of the following activities?

	less than 1 hour	1-2 hrs	2-3 hrs	3-5 hrs	5-10 hrs	over 10 hrs
a) reading newspapers	___	___	___	___	___	___
b) reading magazines	___	___	___	___	___	___
c) reading books	___	___	___	___	___	___
d) watching television	___	___	___	___	___	___
e) at parties	___	___	___	___	___	___
f) talking to friends	___	___	___	___	___	___
g) attending sporting events	___	___	___	___	___	___
h) attending movies	___	___	___	___	___	___
i) attending cultural events (types of events attended)	___	___	___	___	___	___
j) participating in sports (types of sports)	___	___	___	___	___	___
k) gardening	___	___	___	___	___	___
l) craftwork (types of craft)	___	___	___	___	___	___
m) other activities (types of activities)	___	___	___	___	___	___

How do you typically spend your vacations?

What effect did your experiences while at the U of W have on the way you use your leisure time?

What faculty member was most influential in helping you determine how to use your leisure time?

What could the University have done to help you improve the use of your leisure time?

How well satisfied are you with the way you use your leisure time?

very well above average average below average very dissatisfied

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Have you done volunteer work for any organization?

What type of work?

What type of organization?

Are you presently doing so?

How much time do you spend as a volunteer?

How many different organizations have you done volunteer work for?

Do you regularly donate money or goods to a charitable organization?

What types of organizations?

Approximately what percentage of your income do you donate?

How important do you think it is for individuals to support charitable organizations?

very imp quite imp somewhat imp rather unimp of no imp

How frequently do you attend church:

How important do you think it is for people to attend church?

very imp quite imp somewhat imp rather unimp of no imp

Have you actively participated in any political campaign?

How did you participate?

Do you hold any political office? Which office?

What do you consider your political beliefs to be?

very cons. moderately cons. middle of rd. moderately lib'l very lib'l

How did your experiences at the U of W affect your political beliefs?

more conservative no change more liberal

If you could change anything in your life what would you change?

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In general how well satisfied are you with your life style?

very well above average average below average very dissatisfied

What area are you most satisfied with?

What area are you least satisfied with?

Would you recommend that an individual attend the University of Washington?

What qualifications would you place on this recommendation?

Would you be willing to answer further questions at a later date?

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Appendix B

Coding Instructions for Questionnaire Analysis

Variable Number	Question	Answer Codes
001	Further Formal Education	yes-1, no-2, maybe-3
002	Military service	yes-1, no-2,
003-004	Present job	Use Roe's classification system (see Mitchell, et al.) with 003-type 004-status, and extra codes as follows homemaker-99, student-98, other-97
005	Present salary	less than $5,000-1, $5,000-7,500-2 $7500-10,000-3, $10,000-12,500-4 $12,500-15,000-5, more than $15,000-6
006	Length of present job	0-6 mos.-1, 6 mos.-1 yr.-2, 1-3 yr.-3, 3-5 yr.-4, more than 5 yr.-5
007	Number of jobs held	1-1, 2-2, 3-3, 4-4, 5-5, more than 5-6
008	University experience as preparation for present job	very well-1, well-2, average-3, poorly-4, very poorly-5
009	Present position coincide with hoped for position	see 008
010	Present job fit career	see 008
011	Change jobs	see 001
012-013	Ten year expectation	see 003-004
014-017	Most successful occupation	see 003-004
020-021	Most preferred occupation	see 003-004
024	University experience as preparation for career	see 008
025-039	Job characteristics (importance)	very imp.-1, quite imp.-2, somewhat imp.-3, relatively unimp.-4, of no imp.-5
040-054	Job characteristics (change in importance)	more imp.-1, no change-2, less imp.-3
055-069	Job characteristics (present job satisfaction)	very well-1, better than average-2, average-3, less than average-4, very poorly-5
070	General satisfaction, present job	very well-1, well-2, average-3, below average-4, very dissatisfied-5
071	Married	see 002

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Appendix B continued

Variable Number	Question	Answer Codes
072	Length of marriage	see 006
073	Met spouse at U. of W.	see 002
074	Previous marriages	see 002
075	Number of children	see 007
076	Type of housing	own house-1, rent house-2, own apt.-3, rent apt.-4, other-5
077	Length of present housing	see 006
078	Number of places lived	1-1, 2-2, 3-3, 4-4, 5-5, 6-6, over 6-7
079	Plan to move	see 001
080-092	Activity time-actual	less than 1 hour-1, 1-2 hrs.-2, 2-3 hrs.-3, 3-5 hrs.-4, 5-10 hrs.-5, over 10 hrs.-6
093-105	Activity time-preferred	see 080-092
106-107	Typical vacations	travel-1, outdoor activities-2, visiting friends or relatives-3, working around the house-4, relaxing-5, other-6, no vacations-7 (2 responses coded)
108	Leisure time satisfaction	very well-1, above average-2, average-3, below average-4, very dissatisfied-5
109	Volunteer work	see 002
110	Time spent as volunteer	less than 1 hr./week-1, 1-2 hr./week-2, 2-3 hr./week-3, 3-5 hr./week-4, more than 5 hr./week-5
111	Number of volunteer organizations	see 007
112	Regular donations	see 002
113	Percentage donated	less than 1%-1, 1-3%-2, 3-5%-3, 5-10%-4, more than 10%-5
114	Charitable support-importance	see 025-038
115	Church attendance-frequency	1/year or less-1, 2/year-1/month-2, more than 1/month but less than 1/week-3, 1/week-4, more than 1/week-5
116	Church attendance-importance	see 025-038

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Appendix B continued

Variable Number		
11[illegible]	Political campaign participation	see 002
118	Political beliefs	very cons.-1, moderately cons.-2, middle of rd.-3, moderately lib'l.-4, very lib'l.-5
119	Political beliefs-U. W. effect	more conservative-1, no change-2, more liberal-3
120-121	Preferred changes in life	money-1, job/work-2, family-3, education-4, housing-5, social life/leisure activities-6, more time-7, none-8, other-9, (2 responses coded)
122	General life style satisfaction	see 108
123-124	Area most satisfied with	see 120-121
125-126	Area least satisfied with	see 120-121
127	Recommend the University.	see 001

(Note: No answer is coded as 0 for all variables.)

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Appendix C

x^2 Summary

Variable Number	Variable Name	x^2	df	Sign.	Comment
001	Further Education	12.13	14	.596	---------
002	Military Experience	33.33	7	.000	no servicewomen in sample
003	Present Job Type	70.42	49	.005	women are 'homemakers'
004	Present Job Status	109.51	56	.000	ANOVA done
005	Present Salary	56.25	35	.013	ANOVA done
006	Length of Job	40.18	28	.064	ANOVA done
007	Number of Jobs	45.41	35	.112	ANOVA done
008	U. Prep. Present Job	70.62	28	.000	dropouts say 'poorly'
009	Pres. Pos. vs. UW entrance	53.86	28	.002	grads 'well', dropouts 'poorly'
010	Career Fit; Present Job	26.92	28	.523	ANOVA done
011	Change Jobs	17.25	14	.243	---------
012	Ten Year (Type)	65.54	42	.012	women are 'homemakers'
013	Ten Year (Status)	81.00	42	.000	ANOVA done
016	Most Successful (Type)	63.94	56	.210	---------
017	Most Successful (Status)	64.86	35	.002	ANOVA done
020	Any Job (Type)	60.03	56	.332	---------
021	Any Job (Status)	55.30	42	.082	ANOVA done
024	U. Prep; Career	45.82	28	.018	ANOVA done
025	Starting Salary (Importance)	32.01	21	.058	ANOVA done
026	Potential Salary (Imp)	15.72	21	.785	ANOVA done
027	Opportunity for Adv.(Imp)	28.46	28	.440	ANOVA done
028	Job Security (Imp)	19.59	21	.547	ANOVA done

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029	Challenging Work (Imp)	23.05	21	.341	ANOVA done
030	Important Work (Imp)	26.37	21	.193	ANOVA done
031	Special Abilities (Imp)	22.36	21	.379	ANOVA done
032	Easy Work (Imp)	36.52	28	.130	ANOVA done
033	Variety of Tasks (Imp)	24.63	21	.264	ANOVA done
034	Responsibility (Imp)	37.71	28	.104	ANOVA done
035	Predictable routine(Imp)	29.36	28	.395	---
036	Work Alone (Imp)	24.92	28	.632	---
037	Short Hours (Imp)	38.06	28	.097	ANOVA done
038	Co-workers (Imp)	27.30	28	.502	---
039	Vacations (Imp)	37.70	28	.104	ANOVA done
040	Starting Salary (Change)	14.55	14	.410	---
041	Potential Salary(Change)	22.64	14	.066	ANOVA done
042	Opportunity for Adv. (Change)	22.18	14	.075	---
043	Job Security (Change)	12.29	14	.583	---
044	Challenging work(Change)	11.40	14	.655	---
045	Important Work (Change)	8.69	14	.850	---
046	Special Abilities(Change)	7.14	14	.929	---
047	Easy Work (Change)	7.20	14	.927	---
048	Variety of Tasks(Change)	10.01	14	.762	---
049	Responsibility (Change)	15.63	14	.336	---
050	Predictable Routine (Change)	9.05	14	.828	---
051	Work Alone (Change)	19.23	14	.156	---
052	Short hours (Change)	13.35	14	.499	---
053	Co-workers (Change)	14.00	14	.450	---
054	Vacations (Change)	13.23	14	.509	---

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055	Starting Salary (Actual)	28.90	28	.413	---------
056	Potential Salary (Actual)	20.66	28	.839	ANOVA done
057	Opportunity for Adv. (Actual)	36.39	28	.133	ANOVA done
058	Job Security (Actual)	30.16	28	.356	ANOVA done
059	Challenging Work (Actual)	36.99	28	.119	ANOVA done
060	Important Work (Actual)	28.10	28	.459	ANOVA done
061	Special Abilities (Actual)	21.30	28	.812	ANOVA done
062	Easy Work (Actual)	20.90	28	.829	---------
063	Variety of Tasks (Actual)	37.98	28	.099	ANOVA done
064	Responsibility (Actual)	36.56	28	.129	---------
065	Predictable Routine (Actual)	33.06	28	.233	---------
066	Work Alone (Actual)	30.29	28	.349	---------
067	Short Hours (Actual)	31.10	28	.313	---------
068	Co-workers (Actual)	32.95	21	.047	ANOVA done
069	Vacations (Actual)	32.95	28	.238	---------
070	Job Satisfaction	32.39	28	.259	ANOVA done
071	Married	7.47	7	.381	---------
072	Length of Marriage	32.61	28	.250	---------
073	Met Spouse at UW	24.50	7	.001	Grads 'yes', Dropouts 'no'
074	Previous Marriages	5.92	7	.549	---------
075	Number of Children	10.96	14	.136	---------
076	Type of Housing	24.55	21	.267	---------
077	Length of Housing	40.92	28	.055	ANOVA done
078	Number of Houses	44.21	42	.379	ANOVA done
079	Plan to Move	16.44	14	.287	ANOVA done
080	Read Newspapers (Actual)	34.12	35	.511	---------

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001	Read Magazines (Actual)	52.85	35	.027	ANOVA done
002	Read Books (Actual)	34.05	35	.514	---
003	Watch TV (Actual)	32.10	35	.607	ANOVA done
004	Parties (Actual)	29.79	20	.374	---
005	Talking to Friends (Actual)	50.55	35	.043	ANOVA done
006	Sporting Events (Actual)	34.19	35	.507	---
007	Movies (Actual)	34.40	20	.186	---
008	Cultural Events (Actual)	38.62	20	.120	ANOVA done
009	Sports Participating (Actual)	59.45	35	.006	ANOVA done
090	Gardening (Actual)	51.40	35	.036	---
091	Craft Work (Actual)	55.57	35	.015	ANOVA done
092	Other Activities (Actual)	40.49	35	.241	---
093	Read Newspapers (Preferred)	32.04	35	.612	---
094	Read Magazines (Preferred)	42.14	35	.180	ANOVA done
095	Read Books (Preferred)	33.20	35	.551	---
096	Watch TV (Preferred)	47.70	35	.075	ANOVA done
097	Parties (Preferred)	39.14	35	200	---
098	Talk to Friends (Preferred)	40.44	35	.242	---
099	Sporting Events (Preferred)	32.86	35	.572	---
100	Movies (Preferred)	34.01	35	.516	---
101	Cultural Events (Preferred)	44.82	35	.124	ANOVA done
102	Sports Participating (Preferred)	37.27	35	.365	---
103	Gardening (Preferred)	42.60	35	.174	---
104	Craft Work (Preferred)	65.80	35	.001	ANOVA done

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105	Other Activities (Preferred)	35.13	35	.480	---------
106	Typical Vacation (1st choice)	27.71	28	.480	---------
107	Typical Vacation (2nd choice)	30.30	25	.203	---------
108	Leisure Time Satisfaction	26,08	28	.569	---------
109	Volunteer Work	23.42	7	.001	ANOVA done
110	Volunteer Time	25.95	21	.200	---------
111	Volunteer # of Organizations	45.13	35	.117	---------
112	Donate regularly	4.56	7	.713	---------
113	% Donated	26.17	28	.564	---------
114	Support Charity (Importance)	31.01	28	.317	ANOVA done
115	Church Attendance (Frequency)	39.60	28	.072	ANOVA done
116	Church Attendance (Importance)	28.05	28	.420	ANOVA done
117	Political Campaign Participation	8.19	7	.316	---------
118	Political Beliefs	33.44	28	.220	ANOVA done
119	Political Belief Change	20.85	14	.106	More Change by Grads.
120	Change in Life (1st Choice)	57.82	56	.408	---------
121	Change in Life (2nd Choice)	11.33	12	.501	---------
122	General Life Satisfaction	22.27	28	.739	ANOVA done
123	Most Satisfied (Area #1)	64.74	49	.065	Women 'family', men men 'job'
124	Most Satisfied (Area #2)	13.95	14	.453	---------
125	Least Satisfied (Area #1)	61.74	56	.279	---------
126	Least Satisfied (Area #2)	Only 1 observation in this category			
127	Recommend the U.	22.45	14	.070	Dropouts less likely to recommend U.

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Appendix D

Analysis of Variance Summaries

Variable 4 - Present Job Status

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	13.72	1	21.22	.001	GHM	1.89	(9)
Ability	1.64	1	2.54	---	GHF	2.40	(5)
Sex	2.64	1	4.08	.05	GLM	2.00	(12)
GradxAbil.	.00	1	.00	---	GLF	3.00	(5)
Grad.xSex	1.00	1	1.69	---	DHM	2.20	(10)
Abil.xSex	.41	1	.64	---	DHF	3.57	(7)
Grad.xAbil.xSex	2.27	1	3.51	---	DLM	3.78	(8)
Error	.65	52			DLF	3.33	(3)

Variable 5 - Present Salary

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.20	1	.68	---	GHM	4.33	(12)
Ability	.00	1	.00	---	GHF	2.00	(5)
Sex	54.07	1	30.53	.001	GLM	4.93	(14)
Grad.xAbil.	2.69	1	1.52	---	GLF	3.33	(6)
Grad.xSex	.00	1	.00	---	DHM	5.00	(11)
Abil.xSex	2.00	1	1.13	---	DHF	2.33	(9)
Grad.xAbil.xSex	.22	1	.12	---	DLM	4.09	(11)
Error	1.77	83			DLF	2.75	(4)

Variable 17 - Most Successful Job-Status

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	9.20	1	17.30	.001	GHM	1.75	(12)
Ability	2.70	1	5.08	.05	GHF	2.13	(8)
Sex	1.41	1	2.65	---	GLM	2.23	(13)
Grad.xAbil.	.47	1	.88	---	GLF	2.70	(10)
Grad.xSex	.45	1	.85	---	DHM	2.67	(9)
Abil.xSex	.02	1	.04	---	DHF	2.30	(10)
Grad.xAbil.xSex	.13	1	.24	---	DLM	3.00	(10)
Error	.53	72			DLF	3.00	(8)

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Appendix D continued

Variable 21 - Most Preferred Job-Status

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	5.89	1	8.59	.005	GHM	1.83	(12)
Ability	8.17	1	8.00	.005	GHF	1.80	(10)
Sex	2.48	1	3.55	---	GLM	2.08	(13)
Grad.xAbil.	.18	1	.28	---	GLF	2.50	(10)
Grad.xSex	.51	1	.75	---	DHM	1.80	(10)
Abil.xSex	.18	1	.27	---	DHF	2.75	(8)
Grad.xAbil.xSex	2.00	1	2.92	---	DLM	2.30	(10)
Error	.69	71			DLF	3.00	(3)

Variable 13 - Ten Year Job Expectations-Status

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.24	1	2.10	---	GHM	1.82	(11)
Ability	3.05	1	5.82	.05	GHF	2.13	(8)
Sex	3.06	1	5.35	.05	GLM	2.10	(11)
Grad.xAbil.	1.30	1	2.20	---	GLF	3.40	(5)
Grad.xSex	1.35	1	2.37	---	DHM	2.38	(8)
Abil.xSex	.20	1	.35	---	DHF	2.75	(8)
Grad.xAbil.xSex	1.67	1	2.82	---	DLM	2.82	(11)
Error	.57	58			DLF	2.75	(4)

Variable 20 - Job Security-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.80	1	2.80	---	GHM	2.33	(12)
Ability	.03	1	.03	---	GHF	2.33	(12)
Sex	1.06	1	1.06	---	GLM	2.54	(13)
Grad.xAbil.	.02	1	.02	---	GLF	2.00	(11)
Grad.xSex	.07	1	.07	---	DHM	2.27	(11)
Abil.xSex	.17	1	.17	---	DHF	1.67	(12)
Grad.xAbil.xSex	2.91	1	2.91	---	DLM	1.82	(11)
Error	1.00	84			DLF	2.10	(10)

Variable 6 - Time on Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	5.53	1	4.39	.05	GHM	3.50	(12)
Ability	4.65	1	3.70	---	GHF	2.75	(8)
Sex	1.89	1	1.44	---	GLM	3.29	(14)
Grad.xAbil.	.78	1	.60	---	GLF	3.56	(9)
Grad.xSex	5.97	1	4.58	.05	DHM	3.20	(10)
Abil.xSex	2.91	1	2.23	---	DHF	3.80	(10)
Grad.xAbil.xSex	.32	1	.24	---	DLM	3.64	(11)
Error	1.31	74			DLF	4.75	(8)

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Appendix D continued

Variable 7 - Number of Jobs Held

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	4.57	1	1.90	---	GHM	2.42	(12)
Ability	.02	1	.01	---	GHF	2.83	(12)
Sex	3.27	1	1.36	---	GLM	2.64	(14)
Grad.xAbil.	2.23	1	.92	---	GLF	3.10	(11)
Grad.xSex	10.30	1	4.28	.05	DHM	4.10	(10)
Abil.xSex	.24	1	.10	---	DHF	2.70	(10)
Grad.xAbil.xSex	.04	1	.02	---	DLM	3.60	(10)
Error	2.41	81			DLF	2.60	(10)

Variable 88 - Attending Cultural Events-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	3.10	1	4.23	.05	GHM	1.83	(12)
Ability	1.81	1	2.41	---	GHF	1.92	(12)
Sex	.05	1	.07	---	GLM	1.50	(14)
Grad.xAbil.	.33	1	.44	---	GLF	1.45	(11)
Grad.xSex	.10	1	.14	---	DHM	1.27	(11)
Abil.xSex	.96	1	1.27	---	DHF	1.50	(12)
Grad.xAbil.xSex	.45	1	.59	---	DLM	1.45	(11)
Error	.75	88			DLF	1.00	(11)

Variable 101 - Attending Cultural Events-Preferred Time

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	10.01	1	5.55	.05	GHM	2.83	(12)
Ability	4.05	1	2.30	---	GHF	3.42	(12)
Sex	1.00	1	.30	---	GLM	2.36	(14)
Grad.xAbil.	.02	1	.01	---	GLF	2.01	(11)
Grad.xSex	2.70	1	1.54	---	DHM	2.36	(11)
Abil.xSex	.43	1	.25	---	DHF	2.50	(12)
Grad.xAbil.xSex	.36	1	.20	---	DLM	2.20	(10)
Error	1.80	84			DLF	1.80	(10)

Variable 81 - Reading Magazines-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	14.85	1	9.14	.005	GHM	3.25	(12)
Ability	1.39	1	.86	---	GHF	3.83	(12)
Sex	.55	1	.34	---	GLM	3.00	(14)
Grad.xAbil.	4.39	1	2.70	---	GLF	2.73	(11)
Grad.xSex	2.23	1	1.37	---	DHM	2.45	(11)
Abil.xSex	2.12	1	1.30	---	DHF	2.17	(12)
Grad.xAbil.xSex	.38	1	.23	---	DLM	2.82	(11)
Error	1.63	83			DLF	2.18	(11)

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Appendix D continued

Variable 94 - Reading Magazines-Preferred Time

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	10.38	1	9.40	.005	GHM	3.67	(12)
Ability	.15	1	.00	---	GHF	4.33	(12)
Sex	1.17	1	.60	---	GLM	3.50	(14)
Grad.xAbil.	3.47	1	2.03	---	GLF	3.36	(11)
Grad.xSex	5.54	1	2.07	---	DHM	2.91	(11)
Abil.xSex	1.00	1	.07	---	DHF	2.33	(12)
Grad.xAbil.xSex	.40	1	.21	---	DLM	3.45	(11)
Error	1.03	85			DLF	2.60	(10)

Variable 110 - Political Beliefs

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.00	1	2.31	---	GHM	3.75	(12)
Ability	1.01	1	1.20	---	GHF	3.08	(12)
Sex	2.07	1	2.53	---	GLM	3.43	(14)
Grad.xAbil.	1.80	1	2.19	---	GLF	3.55	(11)
Grad.xSex	.02	1	.02	---	DHM	3.45	(11)
Abil.xSex	.14	1	.17	---	DHF	3.36	(11)
Grad.xAbil.xSex	2.25	1	2.75	---	DLM	3.20	(10)
Error	.82	84			DLF	2.04	(11)

Variable 115 - Church Attendance-Frequency

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.50	1	1.44	---	GHM	1.67	(12)
Ability	3.54	1	2.22	---	GHF	1.36	(11)
Sex	1.32	1	.83	---	GLM	1.43	(14)
Grad.xAbil.	.05	1	.03	---	GLF	2.30	(10)
Grad.xSex	.04	1	.03	---	DHM	1.91	(11)
Abil.xSex	6.01	1	3.77	---	DHF	1.67	(12)
Grad.xAbil.xSex	.12	1	.08	---	DLM	1.91	(11)
Error	1.58	84			DLF	2.55	(11)

Variable 118 - Church Attendance-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.04	1	.65	---	GHM	3.67	(9)
Ability	6.81	1	4.23	.05	GHF	3.50	(12)
Sex	1.73	1	1.07	---	GLM	3.31	(13)
Grad.xAbil.	1.57	1	.97	---	GLF	3.27	(11)
Grad.xSex	.72	1	.45	---	DHM	3.00	(10)
Abil.xSex	1.17	1	.73	---	DHF	3.67	(12)
Grad.xAbil.xSex	1.93	1	1.20	---	DLM	3.30	(10)
Error	1.61	79			DLF	2.30	(10)

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Appendix D continued

Variable 10 - Present Position-Career Fit

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	4.47	1	4.44	.05	GHM	1.33	(12)
Ability	1.99	1	1.98	---	GHF	1.40	(10)
Sex	.02	1	.02	---	GLM	1.79	(14)
Grad.xAbil.	.22	1	.22	---	GLF	1.78	(9)
Grad.xSex	.08	1	.08	---	DHM	2.00	(11)
Abil.xSex	.00	1	.00	---	DHF	1.88	(8)
Grad.xAbil.xSex	.02	1	.02	---	DLM	2.18	(11)
Error	1.00	78			DLF	2.11	(9)

Variable 50 - Challenging Work-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	6.83	1	5.15	.05	GHM	1.58	(12)
Ability	.62	1	.46	---	GHF	1.71	(7)
Sex	.15	1	.11	---	GLM	1.50	(14)
Grad.xAbil.	.13	1	.09	---	GLF	2.00	(9)
Grad.xSex	.01	1	.00	---	DHM	2.36	(11)
Abil.xSex	.79	1	.59	---	DHF	2.00	(9)
Grad.xAbil.xSex	.01	1	.01	---	DLM	2.40	(10)
Error	1.35	70			DLF	2.50	(8)

Variable 60 - Important Work-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	5.59	1	5.00	.05	GHM	1.67	(12)
Ability	.12	1	.11	---	GHF	1.43	(7)
Sex	.02	1	.02	---	GLM	1.57	(14)
Grad.xAbil.	.04	1	.03	---	GLF	1.78	(9)
Grad.xSex	.01	1	.01	---	DHM	2.18	(11)
Abil.xSex	.26	1	.24	---	DHF	2.11	(9)
Grad.xAbil.xSex	.19	1	.17	---	DLM	2.20	(10)
Error	1.12	70			DLF	2.17	(8)

Variable 63 - Variety of Tasks-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	9.48	1	9.74	.005	GHM	1.50	(12)
Ability	5.24	1	5.39	.05	GHF	1.28	(7)
Sex	.45	1	.46	---	GLM	1.43	(14)
Grad.xAbil.	2.65	1	2.73	---	GLF	1.67	(9)
Grad.xSex	.52	1	.54	---	DHM	1.91	(11)
Abil.xSex	.29	1	.30	---	DHF	1.56	(9)
Grad.xAbil.xSex	.18	1	.19	---	DLM	2.80	(10)
Error	.97	70			DLF	2.50	(8)

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Appendix D continued

Variable 78 - Number of Places Lived

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	12.81	1	4.10	.05	GHM	5.00	(12)
Ability	.00	1	.31	---	GHF	5.17	(12)
Sex	23.55	1	8.37	.005	GLM	5.50	(14)
Grad.xAbil.	.50	1	.13	---	GLF	5.36	(11)
Grad.xSex	27.31	1	8.22	.005	DHM	5.73	(11)
Abil.xSex	.19	1	.06	---	DHF	3.25	(12)
Grad.xAbil.xSex	1.35	1	.44	---	DLM	5.45	(11)
Error	3.00	83			DLF	3.64	(11)

Variable 77 - Time in Present Residence

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.00	1	.00	---	GHM	2.75	(12)
Ability	.07	1	.05	---	GHF	3.73	(11)
Sex	25.32	1	17.32	.001	GLM	2.35	(13)
Grad.xAbil.	1.77	1	1.22	---	GLF	3.18	(11)
Grad.xSex	3.07	1	2.10	---	DHM	2.18	(11)
Abil.xSex	.23	1	.34	---	DHF	3.75	(12)
Grad.xAbil.xSex	.32	1	.22	---	DLM	2.30	(10)
Error	1.45	83			DLF	4.00	(11)

Variable 79 - Moving Plans

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.30	1	5.20	.05	GHM	1.45	(11)
Ability	.00	1	.30	---	GHF	1.75	(12)
Sex	.25	1	1.11	---	GLM	1.42	(12)
Grad.xAbil.	.25	1	1.11	---	GLF	1.45	(11)
Grad.xSex	.00	1	.00	---	DHM	1.64	(11)
Abil.xSex	.39	1	1.74	---	DHF	1.92	(12)
Grad.xAbil.xSex	.00	1	.00	---	DLM	1.92	(11)
Error	.22	83			DLF	1.73	(11)

Variable 27 - Opportunity for Advancement-Importance

Source	Mean Square	D.F.	F ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.65	1	3.00	---	GHM	1.67	(12)
Ability	.07	1	.08	---	GHF	2.27	(11)
Sex	1.40	1	1.92	---	GLM	1.54	(13)
Grad.xAbil.	.03	1	.03	---	GLF	2.30	(11)
Grad.xSex	4.24	1	5.73	.05	DHM	1.91	(11)
Abil.xSex	.03	1	.03	---	DHF	1.42	(12)
Grad.xAbil.xSex	.15	1	.18	---	DLM	1.55	(11)
Error	.83	83			DLF	1.90	(10)

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Appendix D continued

Variable 39 - Vacations-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	19.21	1	17.23	.001	GHM	3.33	(12)
Ability	.04	1	.04	---	GHF	3.00	(13)
Sex	1.10	1	.99	---	GLM	2.92	(13)
Grad.xAbil.	5.29	1	4.75	.05	GLF	2.36	(11)
Grad.xSex	1.17	1	1.05	---	DHM	3.45	(11)
Abil.xSex	.02	1	.02	---	DHF	3.75	(12)
Grad.xAbil.xSex	.10	1	.10	---	DLM	4.10	(11)
Error	1.11	84			DLF	3.00	(10)

Variable 56 - Potential Salary-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.04	1	.05	---	GHM	2.42	(12)
Ability	1.75	1	1.10	---	GHF	2.83	(6)
Sex	6.73	1	4.22	.05	GLM	1.79	(14)
Grad.xAbil.	2.27	1	1.42	---	GLF	3.80	(8)
Grad.xSex	2.24	1	1.40	---	DHM	2.64	(11)
Abil.xSex	5.19	1	3.25	---	DHF	2.38	(8)
Grad.xAbil.xSex	.01	1	.01	---	DLM	3.80	(10)
Error	1.59	38			DLF	3.80	(5)

Variable 57 - Opportunity for Advancement-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.00	1	.00	---	GHM	2.17	(12)
Ability	2.08	1	1.55	---	GHF	2.50	(6)
Sex	11.24	1	8.50	.005	GLM	2.07	(14)
Grad.xAbil.	2.22	1	1.00	---	GLF	4.00	(8)
Grad.xSex	1.80	1	1.37	---	DHM	2.36	(11)
Abil.xSex	1.80	1	1.37	---	DHF	3.00	(8)
Grad.xAbil.xSex	3.89	1	2.95	---	DLM	2.50	(10)
Error	1.31	87			DLF	2.33	(6)

Variable 70 - Satisfaction-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.35	1	1.09	---	GHM	1.83	(12)
Ability	.15	1	.12	---	GHF	2.00	(9)
Sex	.25	1	.20	---	GLM	1.93	(14)
Grad.xAbil.	.00	1	.00	---	GLF	2.10	(10)
Grad.xSex	1.39	1	1.31	---	DHM	2.00	(11)
Abil.xSex	1.39	1	1.32	---	DHF	2.27	(11)
Grad.xAbil.xSex	1.72	1	1.39	---	DLM	2.73	(11)
Error	1.24	72			DLF	1.78	(9)

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Appendix D continued

Variable 109 - Volunteer Work

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.22	1	1.14	---	GHM	1.58	(12)
Ability	.03	1	.16	---	GHF	1.00	(12)
Sex	1.30	1	6.88	.05	GLM	1.36	(14)
Grad.xAbil.	.37	1	1.97	---	GLF	1.64	(11)
Grad.xSex	.37	1	1.95	---	DHM	1.73	(11)
Abil.xSex	3.26	1	17.26	.001	DHF	1.00	(11)
Grad.xAbil.xSex	.00	1	.02	---	DLM	1.27	(11)
Error	.19	85			DLF	1.27	(11)

Variable 114 - Support of Charities-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.07	1	2.45	---	GHM	2.83	(12)
Ability	.01	1	.01	---	GHF	2.45	(11)
Sex	3.46	1	3.17	---	GLM	2.57	(14)
Grad.xAbil.	.50	1	.46	---	GLF	2.45	(11)
Grad.xSex	.45	1	.41	---	DHM	3.00	(11)
Abil.xSex	.07	1	.07	---	DHF	2.58	(12)
Grad.xAbil.xSex	.12	1	.12	---	DLM	3.27	(11)
Error	1.09	85			DLF	2.73	(11)

Variable 24 - University Preparation-Career

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	21.75	1	17.52	.001	GHM	2.42	(12)
Ability	1.09	1	.88	---	GHF	2.80	(10)
Sex	.04	1	.03	---	GLM	2.54	(13)
Grad.xAbil.	1.86	1	1.50	---	GLF	2.34	(11)
Grad.xSex	1.23	1	.99	---	DHM	3.11	(9)
Abil.xSex	4.50	1	3.62	---	DHF	3.37	(9)
Grad.xAbil.xSex	1.62	1	1.30	---	DLM	4.40	(10)
Error	1.24	75			DLF	3.44	(9)

Variable 25 - Starting Salary-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.18	1	.27	---	GHM	2.75	(12)
Ability	.27	1	.40	---	GHF	2.92	(12)
Sex	1.20	1	1.79	---	GLM	2.85	(13)
Grad.xAbil.	.27	1	.40	---	GLF	2.82	(11)
Grad.xSex	.58	1	.87	---	DHM	2.73	(11)
Abil.xSex	.56	1	.84	---	DHF	3.33	(12)
Grad.xAbil.xSex	.08	1	.12	---	DLM	2.73	(11)
Error	.67	84			DLF	2.90	(10)

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Appendix D continued

Variable 29 - Potential Salary-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.30	1	.46	---	GHM	2.00	(12)
Ability	1.40	1	1.83	---	GHF	2.50	(12)
Sex	.97	1	1.22	---	GLM	2.00	(13)
Grad.xAbil.	.84	1	1.00	---	GLF	2.55	(11)
Grad.xSex	2.20	1	2.80	---	DHM	2.45	(11)
Abil.xSex	.01	1	.01	---	DHF	2.33	(12)
Grad.xAbil.xSex	.00	1	.00	---	DLM	2.00	(11)
Error	.80	84			DLF	1.90	(10)

Variable 28 - Challenging Work-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.02	1	.04	---	GHM	1.33	(12)
Ability	1.97	1	3.82	---	GHF	1.33	(12)
Sex	.20	1	.47	---	GLM	1.23	(13)
Grad.xAbil.	.14	1	.33	---	GLF	1.82	(11)
Grad.xSex	.91	1	2.07	---	DHM	1.45	(11)
Abil.xSex	2.37	1	5.40	.05	DHF	1.00	(12)
Grad.xAbil.xSex	.02	1	.04	---	DLM	1.45	(11)
Error	.44	84			DLF	1.70	(10)

Variable 30 - Important Work-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.01	1	.00	---	GHM	1.75	(12)
Ability	3.09	1	4.46	.05	GHF	1.33	(12)
Sex	.08	1	.12	---	GLM	1.54	(13)
Grad.xAbil.	1.75	1	2.52	---	GLF	1.73	(11)
Grad.xSex	.09	1	.09	---	DHM	1.36	(11)
Abil.xSex	1.38	1	2.00	---	DHF	1.17	(12)
Grad.xAbil.xSex	.07	1	.11	---	DLM	1.82	(11)
Error	.69	84			DLF	2.00	(10)

Variable 31 - Special Abilities-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.85	1	1.02	---	GHM	1.50	(12)
Ability	1.34	1	2.00	---	GHF	1.42	(12)
Sex	.81	1	1.26	---	GLM	2.23	(13)
Grad.xAbil.	1.83	1	2.84	---	GLF	1.82	(11)
Grad.xSex	.24	1	.37	---	DHM	1.73	(11)
Abil.xSex	.00	1	.00	---	DHF	1.50	(12)
Grad.xAbil.xSex	.40	1	.62	---	DLM	1.55	(11)
Error	.64	84			DLF	1.90	(10)

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Appendix D continued

Variable 32 - Easy Work-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.20	1	.19	---	GHM	3.50	(12)
Ability	.20	1	.19	---	GHF	3.75	(12)
Sex	.34	1	.32	---	GLM	4.00	(13)
Grad.xAbil.	.65	1	.61	---	GLF	3.18	(11)
Grad.xSex	.04	1	.03	---	DHM	3.45	(11)
Abil.xSex	2.64	1	2.48	---	DHF	3.73	(11)
Grad.xAbil.xSex	.51	1	.48	---	DLM	3.91	(11)
Error	1.06	83			DLF	3.80	(10)

Variable 33 - Variety of Tasks-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.66	1	3.20	---	GHM	1.67	(12)
Ability	4.97	1	9.60	.005	GHF	1.67	(12)
Sex	.09	1	.18	---	GLM	2.08	(13)
Grad.xAbil.	.00	1	.00	---	GLF	2.18	(11)
Grad.xSex	.00	1	.01	---	DHM	1.45	(11)
Abil.xSex	.33	1	.69	---	DHF	1.33	(12)
Grad.xAbil.xSex	.12	1	.23	---	DLM	1.73	(11)
Error	.52	84			DLF	2.00	(10)

Variable 34 - Responsibility-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.10	1	.09	---	GHM	2.75	(12)
Ability	.12	1	.10	---	GHF	2.92	(12)
Sex	4.31	1	3.75	---	GLM	2.23	(13)
Grad.xAbil.	.54	1	.47	---	GLF	3.27	(11)
Grad.xSex	.33	1	.57	---	DHM	2.91	(11)
Abil.xSex	6.04	1	5.25	.05	DHF	2.58	(12)
Grad.xAbil.xSex	.13	1	.12	---	DLM	2.55	(11)
Error	1.15	84			DLF	3.40	(10)

Variable 37 - Short Hours-Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.05	1	.04	---	GHM	3.33	(12)
Ability	.55	1	.42	---	GHF	3.58	(12)
Sex	2.71	1	2.08	---	GLM	3.35	(13)
Grad.xAbil.	4.43	1	3.39	---	GLF	3.00	(11)
Grad.xSex	.35	1	.73	---	DHM	3.55	(11)
Abil.xSex	.00	1	.00	---	DHF	3.00	(12)
Grad.xAbil.xSex	2.20	1	1.69	---	DLM	3.82	(11)
Error	1.30	84			DLF	4.00	(10)

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Appendix D continued

Variable 41 - Potential Salary-Change in Importance

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of cases)
Graduation	.50	1	1.56	---	GHM	1.92	(12)
Ability	.03	1	.08	---	GHF	1.64	(11)
Sex	.24	1	.75	---	GLM	1.77	(13)
Grad.xAbil.	.32	1	1.01	---	GLF	2.09	(11)
Grad.xSex	.15	1	.48	---	DHM	2.00	(11)
Abil.xSex	.88	1	2.78	---	DHF	2.09	(11)
Grad.xAbil.xSex	.24	1	.74	---	DLM	1.82	(11)
Error	.32	82			DLF	2.10	(10)

Variable 58 - Job Security-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	3.97	1	3.72	---	GHM	2.42	(12)
Ability	.03	1	.02	---	GHF	2.38	(8)
Sex	1.02	1	.70	---	GLM	2.57	(14)
Grad.xAbil.	.00	1	.00	---	GLF	2.25	(8)
Grad.xSex	.03	1	.02	---	DHM	1.91	(11)
Abil.xSex	.58	1	.40	---	DHF	1.88	(8)
Grad.xAbil.xSex	.07	1	.05	---	DLM	2.20	(10)
Error	1.43	87			DLF	1.87	(8)

Variable 61 - Special Abilities-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.34	1	1.52	---	GHM	1.92	(12)
Ability	4.92	1	3.20	---	GHF	1.43	(7)
Sex	.37	1	.24	---	GLM	1.93	(14)
Grad.xAbil.	.00	1	.00	---	GLF	2.44	(9)
Grad.xSex	.44	1	.29	---	DHM	2.27	(11)
Abil.xSex	2.23	1	1.45	---	DHF	1.78	(9)
Grad.xAbil.xSex	.42	1	.28	---	DLM	2.30	(10)
Error	1.53	70			DLF	2.50	(8)

Variable 68 - Congenial Co-workers-Present Job

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	2.30	1	3.31	---	GHM	2.00	(12)
Ability	1.13	1	1.65	---	GHF	1.43	(7)
Sex	2.67	1	3.90	---	GLM	2.00	(14)
Grad.xAbil.	.35	1	.48	---	GLF	1.75	(8)
Grad.xSex	.07	1	.10	---	DHM	2.09	(11)
Abil.xSex	.04	1	.06	---	DHF	1.88	(8)
Grad.xAbil.xSex	.43	1	.59	---	DLM	2.30	(10)
Error	.72	88			DLF	2.17	(8)

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Appendix D continued

Variable 00 - Watching TV-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	0.33	1	3.44	---	GHM	3.00	(12)
Ability	14.00	1	5.80	.05	GHF	3.75	(12)
Sex	3.30	1	1.21	---	GLM	3.50	(14)
Grad.xAbil.	1.30	1	.50	---	GLF	4.30	(11)
Grad.xSex	4.24	1	1.52	---	DHM	3.55	(11)
Abil.xSex	1.15	1	.41	---	DHF	4.00	(12)
Grad.xAbil.xSex	1.01	1	.36	---	DLM	5.00	(11)
Error	2.80	00			DLF	4.55	(11)

Variable 05 - Talking to Friends-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.04	1	.02	---	GHM	3.25	(12)
Ability	2.17	1	.00	---	GHF	4.04	(11)
Sex	.07	1	.03	---	GLM	4.43	(14)
Grad.xAbil.	.30	1	.15	---	GLF	3.09	(11)
Grad.xSex	.02	1	.01	---	DHM	3.30	(10)
Abil.xSex	10.93	1	5.07	.01	DHF	4.25	(12)
Grad.xAbil.xSex	6.71	1	2.35	---	DLM	3.73	(11)
Error	2.43	84			DLF	3.45	(11)

Variable 09 - Sports Participation-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	10.20	1	4.07	.05	GHM	3.50	(12)
Ability	1.00	1	.40	---	GHF	2.33	(12)
Sex	8.00	1	3.36	---	GLM	3.00	(14)
Grad.xAbil.	2.74	1	1.20	---	GLF	1.82	(11)
Grad.xSex	9.29	1	4.25	.05	DHM	1.91	(11)
Abil.xSex	.00	1	.00	---	DHF	2.00	(12)
Grad.xAbil.xSex	.04	1	.02	---	DLM	2.09	(11)
Error	2.19	83			DLF	2.00	(11)

Variable 01 - Craft Work-Actual Time Spent

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	1.32	1	.50	---	GHM	1.83	(12)
Ability	.90	1	.40	---	GHF	2.50	(12)
Sex	28.32	1	12.72	.001	GLM	1.50	(12)
Grad.xAbil.	1.00	1	.45	---	GLF	2.73	(11)
Grad.xSex	1.54		.30	---	DHM	1.00	(9)
Abil.xSex	2.52	1	1.13	---	DHF	3.40	(10)
Grad.xAbil.xSex	7.09	1	3.18	---	DLM	2.30	(8)
Error	2.23	75			DLF	2.89	(9)

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Appendix D continued

Variable 93 - Watching TV-Preferred Time

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	4.30	1	1.58	---	GHM	2.58	(12)
Ability	3.58	1	1.32	---	GHF	3.50	(12)
Sex	12.34	1	4.45	.05	GLM	2.71	(14)
Grad.xAbil.	6.60	1	2.41	---	GLF	3.09	(11)
Grad.xSex	.17	1	.06	---	DHM	2.55	(11)
Abil.xSex	.34	1	.12	---	DHF	3.33	(12)
Grad.xAbil.xSex	.51	1	.19	---	DLM	3.45	(11)
Error	2.78	85			DLF	4.30	(10)

Variable 104 - Craft Work-Preferred Time

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.02	1	.01	---	GHM	2.73	(11)
Ability	5.44	1	1.97	---	GHF	3.17	(12)
Sex	28.79	1	10.44	.009	GLM	2.38	(13)
Grad.xAbil.	.14	1	.05	---	GLF	4.36	(11)
Grad.xSex	.03	1	.01	---	DHM	1.50	(10)
Abil.xSex	3.07	1	1.11	---	DHF	4.17	(12)
Grad.xAbil.xSex	27.90	1	10.12	.005	DLM	3.63	(8)
Error	2.76	78			DLF	3.22	(9)

Variable 122 - Satisfaction-Life Style

Source	Mean Square	D.F.	F Ratio	Signif-icance	Group	Mean	(Number of Cases)
Graduation	.05	1	.03	---	GHM	2.09	(11)
Ability	1.72	1	1.05	---	GHF	1.92	(11)
Sex	1.72	1	1.05	---	GLM	2.23	(13)
Grad.xAbil.	.01	1	.01	---	GLF	2.27	(11)
Grad.xSex	.50	1	.30	---	DHM	2.27	(11)
Abil.xSex	.99	1	1.09	---	DHF	1.58	(12)
Grad.xAbil.xSex	.05	1	.03	---	DLM	2.27	(11)
Error	.88	83			DLF	2.09	(11)